qathet School District (qSD) SD047

qathet SCHOOL DISTRICT

Enhancing Student Learning Report
September 2025

In Review of Year 2 of the 2023-2028 Strategic Plan Framework

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Enhancing Student Learning Report:
Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:
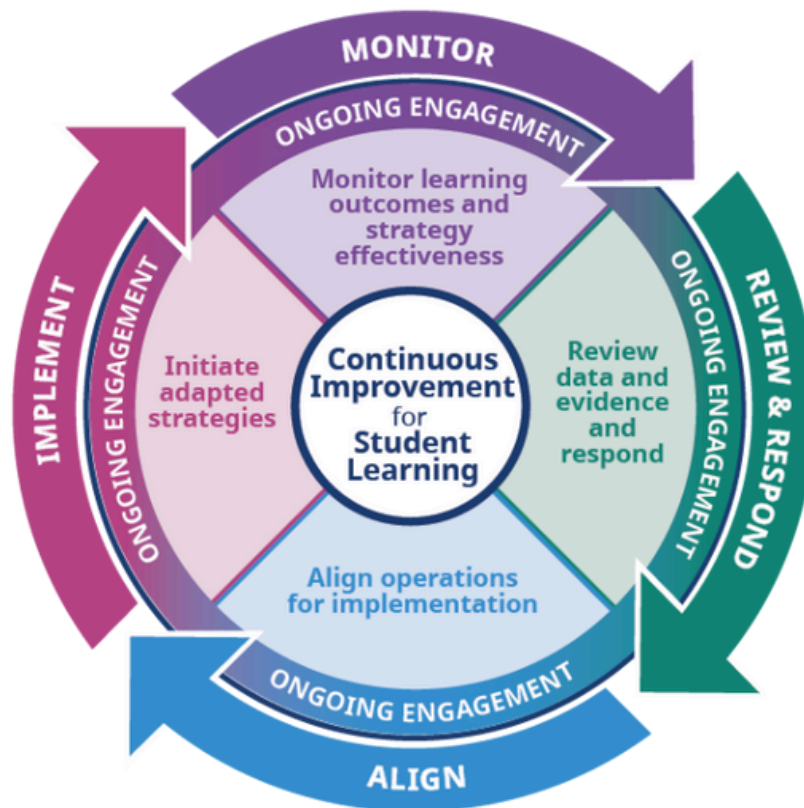
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:
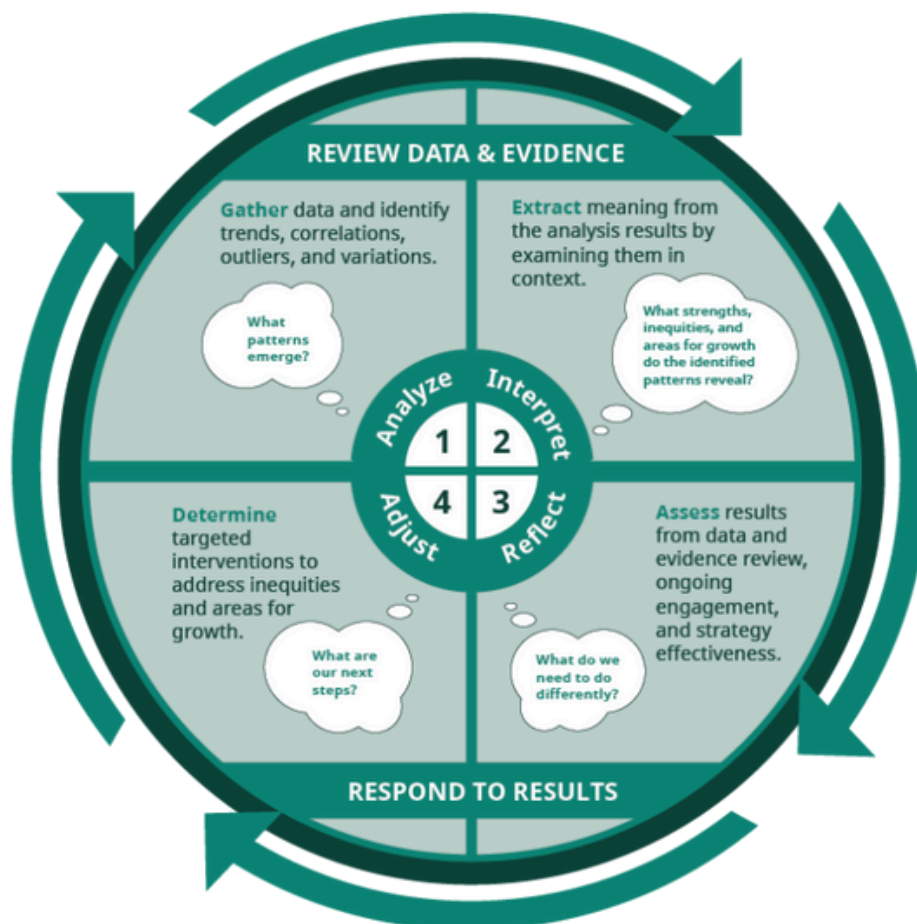
For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

District Context for Continuous Improvement

Territorial Acknowledgement

We would like to acknowledge and thank the Coast Salish peoples, specifically the ɬaʔamɪn Nation whose traditional and treaty territory qathet School District (qSD) resides on. We are grateful to carry out our work on these lands and appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.

District Context

qathet School District is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional and treaty territory of the ɬaʔamɪn Nation. Just over 130 km from Vancouver, qathet School District is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 21, 496 (Statistics Canada: 2021 Census). In the qathet region, the median family income is $94,159 while provincially the median income is $113,137. Locally, the unemployment rate is 0.24% above the provincial unemployment rate.

qathet School District serves approximately 3,600 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school. We also provide several additional programs, including the following:

- ʔayʔaǰuθəm Language Program (K-12)
- Before and After School Program/Seamless K
- Dual Credit Academics and Trades
- French Immersion (K-12)
- GIJE (Guided Indigenized Journey to Excellence) 10-12 program
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center Programs
- Provincial Auditory Outreach Program
- qaymɪxʷqɛnəmšt (K-1 ʔayʔaǰuθəm immersion language pilot)
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Strong Start Programs
- Summer Learning Programs

qathet School District has a diverse student population that includes:

School Year	All Students	Online	Indigenous	On Reserve	Métis	Students with	CYIC
2025/2026	3583	1254	472	120	105	749	16

Workforce Challenges

Like many rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, inclusive education teachers, technology education teachers, senior math and science teachers, music teachers, Indigenous educators, and French Immersion teachers. We also have difficulty finding and retaining qualified Education Assistants. Fortunately, we have been successful in maintaining a healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year. This year, we are pleased to once again partner with the Teacher Education Department at Vancouver Island University and will be supporting the practicum of eight pre-service teachers including three from the Indigenous Education Teacher Education Program.

Current Strategic Plan Priorities

qathet School District shares the common goal of continuously improving the quality of public education for all students. Over the past several years, the Ministry of Education and Child Care has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy.](#) We use the Framework for Enhancing Student Learning (the Framework), in addition to other existing foundational guides, to establish strategic plan priorities that will improve student success and equity of outcomes, with a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

qathet School District's 2023-2028 [Strategic Plan](#) centres around students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students:

1. Cultivating an Ethic of Learning (titɬwšɛm ʔəms taʔow)

Ensure early learners and students have the best possible learning experience.

2. Cultivating Curiosity (payot gagayɛɬtən)

Transform our learning environments into places of innovation.

3. Cultivating Connection (paʔa kʷʊms qʷayigən)

Prioritize mental health, community connections, and social-emotional learning.

4. Supporting Self-Determination (ʔaʔjɩnxʷegəs)

Ensure holistic Indigenous student success.

5. Cultivating Truth and Reconciliation (gʊnaʔxʷuθs)

Honour Truth and reconciliation.

6. Cultivating Integrity/Responsibility (hays qayumɩxʷ ʔayʔaytawθ)

Prioritize climate change, organizational health, and sustainability.

qathet School District also incorporates key foundational guides and plans to inform our Strategic Plan and commitment to continuous improvement:

BC's Declaration on the Rights of Indigenous Peoples Act (DRIPA)
BC Tripartite Education Agreement (BCTEA)
Bill 40
The Educated Citizen
The First Peoples Principles of Learning
OECD Education Strategy
Tla'amin Education Agreement
Tla'amin Final Agreement
Truth and Reconciliation Commission Calls to Action
United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

Create Alignment to Enhancing Student Learning
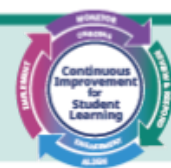
Alignment for Successful Implementation

Using the Ministry of Education and Child Care's annual continuous improvement cycle and Administrative Procedure 100 (Strategic Planning: Reporting and Accountability), qathet School District engages in a yearly continuous improvement cycle that reviews and analyzes data and evidence to identify and implement operational adjustments, adaptations, and next steps.

The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system and checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.

The Strategic Plan and its six priorities are used to inform all district and school planning. Schools and district departments complete School Growth Plans and Operational Plans each year that directly align to the Strategic Plan. These plans also inform the budgeting process when making financial decisions. This year at each school, an inquiry approach within the school growth plans were developed and explicit identification and alignment to the District's Strategic and Operational Plan were identified as well as the First Peoples Principles of Learning.

In the 2024/2025 school year, monthly Leadership for Learning and Leadership for Management sessions for school and district leaders focused on continuous improvement with sessions to develop skills within the Spirals of Inquiry and Compassionate System's Leadership. Feedback from school and district leaders at each learning session allowed for continuous adjustment of the learning agendas. In the 2025/2026 school year, the focus will continue to be on alignment of school and district priorities.

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Learning & Student Services		Update School Growth Plans	Review Growth Plans (To be finalized in September with an inquiry approach and a direct connection to the Strategic and Operational Plans)	Monitor Annual Plans with refinement based on student success (ongoing)			Interim Reporting	Monitoring of Plans				Planning Day
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments			10/12 Provincial Assessments		10/12 Provincial Assessments
	Generative AI Committee focus group struck		AI Committee Learning Sessions developed			AL Learning Sessions (Con'd)	AL Learning Sessions (Con'd)	AL Learning Sessions (Con'd)	Review and determine next steps for the AI Committee			
			FSA Administration Period			Grade to Grade Transition Date Released	FSA Report Released	PSI Transition Data Released				
			District DIBELS Assessments		Completion Rates Released	District DIBELS Assessments	District DIBELS Assessments					District DIBELS Assessments
				Share Math Assessment from previous year with current classroom teachers			District Math Assessment K-7 Administered					
	Student Learning Survey Data Released			Mental Health Dashboard		"How Are We Doing Report?" Released	Student Learning Survey Administration Period					Equity in Action Report
					EDI/MDI/YDI Administration Period			EDI/MDI/YDI Data Released				
Governance			Adopt Annual FESL Report				Receive Interim Strategic & Growth Plans Reports, Superintendent's Mid-year achievement report to B of E	Adopt Local School Calendar			Review Annual Facility Plans	Adopt Capital Plan
				Review Monthly Budget to Actual Spending Reports								
		Adopt Annual Financial Statements	Review Executive Compensation		Trustee Appointments to Committees & Community Liaison Groups		Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget	
Communication & Engagement	Website Maintenance	Back to School Messaging	Ongoing Support of School & Departments in the Development, Promotion & Communication of Good News Stories & Stories of Student Learning									
Human Resources	Exempt Staff Evaluations	Staffing	Ongoing Support for Principals & Managers (various management training sessions BCPSEA)							Staffing		
Finance	Complete Financial Year End	Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated Enrolment	Review Operating Grants	Develop Preliminary Budget			
	Monitor School & Department Spending											
Technology	Deployment of New Equipment	Ongoing Support of Schools & Departments							Technology Planning			
Facilities	Implement Facility Improvements	Ongoing Support of Schools & Departments						Develop Capital Plans			Implement Facility Improvements	
Transportation		Finalize Routing & Distribution of Annual Passes								Process Student Bus Applications		
	Fleet Maintenance	Ongoing Conveyancing of Students Including Support of Field Trips & Extra Curricular Events										

Strategic Engagement

Engagement continues to be a focus for the school district this school year. Below are a few highlights of the engagement opportunities in the qathet School District and how they have informed the priorities and objectives of the Strategic and Operational Plans. These engagement priorities will continue to be an area of focus for the 2025/2026 school year.

Students
- School-based Student Advocacy
- Mental Health Advocacy Group
- Secondary Student Committees
- District Student Council

Staff
- New staff Orientation
- Leadership for Learning & Management
- Leadership Academy
- Teacher Mentorship
- Joint Management Committee

Community
- Surveys
- Health Committee
- ICY Implementation
- qathet Play and Connect Series
- Parent satisfaction survey for Indigenous families
- Time to Listen Committee
- Foundry Implementation
- Consistent, ongoing collaboration with the Tla'amin Education Department
- Year end Indigenous celebration of success
- Family Engagement Night
- IEC Implementation

Overlapping: Surveys, SOGI, JEDI, French Committee, Tla'amin K Health Fair, DPAC

ɬaʔamɪn Nation

The District Principal of Indigenous Education has a regular weekly meeting with ɬaʔamɪn Nation's Director of Education and K-12 Education Manager to collaborate, problem solve, and co-plan in the interest of ɬaʔamɪn and all Indigenous students in the region. This has been essential in having a strong ɬaʔamɪn presence and protocol in all areas.

Indigenous Education Council (IEC)

Aligned with the provincial mandate, qSD has an IEC that has met 7 times this year and elected the following with the support of the ɬaʔamɪn Nation's leadership: a ɬaʔamɪn chair person appointed by ɬaʔamɪn leadership, a Métis vice-chair position, and three other voting members (two ɬaʔamɪn representatives, and one non ɬaʔamɪn Indigenous parent representative).

Justice Equity Diversity and Inclusion (JEDI)

The creation of a JEDI Committee in 2023 allows many different interest groups and rightsholders to work together on issues and concerns related to justice, equity, diversity, and inclusion. In the 2024/2025, the committee continued to support policy and procedures reviews and revisions; initiated educational programming; and addressed and used voice on the implementation of proactive strategies to mitigate concerns regarding human rights and discrimination. Committee membership includes qSD senior leadership staff, ɬaʔamɪn Nation community representation, as well as qathet Teacher's Association, CUPE, and DPAC representation.

Mentorship

After a successful redesign of qSD's New Teacher mentorship program to support the induction of new teachers into the profession, we are continuing the program with small changes based on feedback from participants. This ongoing collaboration is with the Joint Management Committee (JMC), Professional Development Committee, qathet Principals and Vice Principals' Association, qathet Teachers' Association, and Human Resources.

Leadership Academy

To support the ongoing development of future formal and informal leaders in the 2024/25 school year, the qathet senior team developed a Leadership Academy. In this volunteer program, 17 teachers, representing all schools within the district, engaged in five learning sessions looking at District and individual school success data and developed their skills through an inquiry lens. In 2025/2026, this academy will continue with the cohort using their skills working on an inquiry project within their school.

French Immersion Engagement

Empathy interviews were conducted with French Immersion students in grade 7, 11, and 12 in 23/24. These interviews indicated that although students were generally satisfied with the program, there was a desire for a scope and sequence from kindergarten through grade twelve to ensure activities were not repeated and that they did not miss any learning opportunities. They also indicated that cultural and language experiences were beneficial to their learning and provided the opportunity to use French in a meaningful way. In 24/25, the French Immersion Coordinator continued with the engagement process with teachers and through a parent survey. This process will continue into the 2025/26 school year beginning with a community engagement evening event to solicit input on goals for the K-12 French Immersion Program.

Mental Health Collaboration

Recognizing the strong correlation between well-being and student success, prioritizing supports for mental health and well-being has been an ongoing commitment of the qathet Board of Educations' Strategic plan. Coordinated and collaborative partnerships with community agencies and service providers strengthens the wrap-around service delivery model.

Since announced in the spring of 2023, seamless implementation of the Integrated Child and Youth (ICY) Team has been welcomed and celebrated. This multidisciplinary team brings together the school district, health authority, and the Ministry of Children and Family Development together to provide coordinated and accessible mental health and substance use services for students. This integrated approach helps bridge gaps between schools, health care, and community resources, creating a more seamless pathway to care.

Continued collaboration and planning for a local Foundry center remains integral to supporting truly integrated services and supports for children and youth within the community. Through low-barrier, youth-friendly spaces, Foundry helps ensure ease of access to supports for youth and families

Part 1: Review Data and Evidence
Pre-Populated Provincial Template

A note on provincial data provided:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:
- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:
- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD047 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	258 | 51%	242 | 61%	289 | 65%	271 | 62%	250 | 74%
Indigenous Resident Students	38 | 66%	36 | 58%	35 | 77%	40 | 70%	39 | 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	48 | 33%	38 | 34%	49 | 33%	48 | 42%	37 | 46%
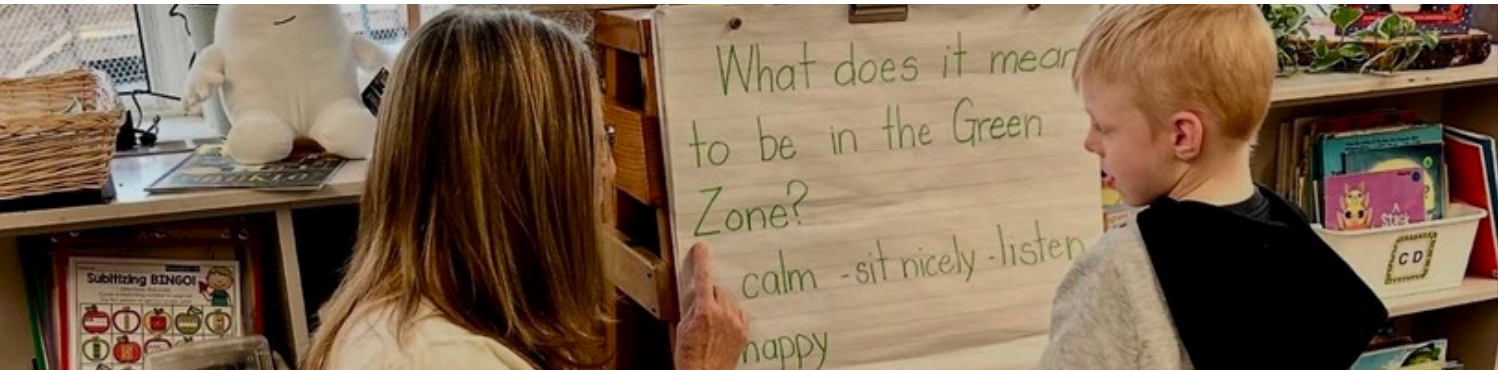
SD047 - Grade 4 FSA Literacy - On Track / Extending Rate
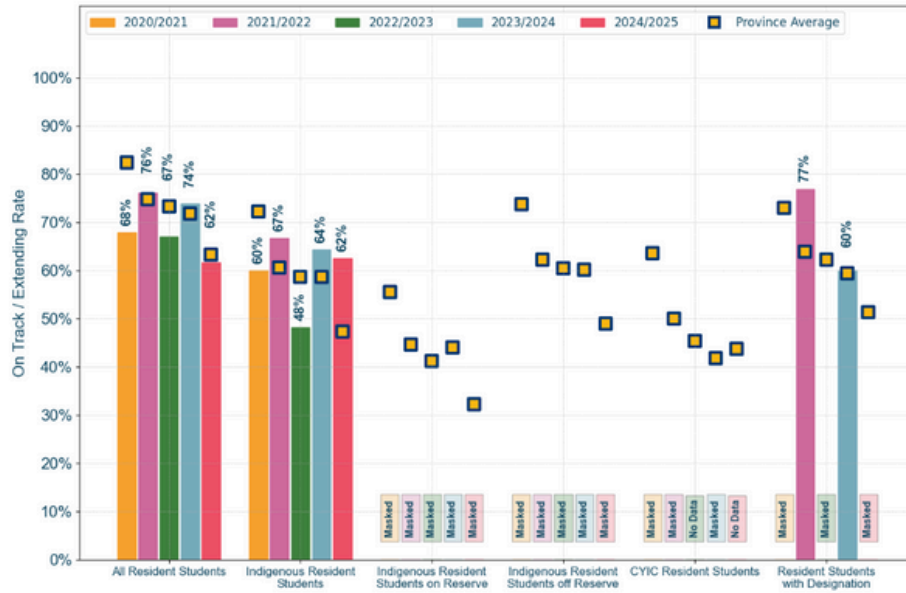
SD047 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	223 | 48%	230 | 68%	268 | 63%	240 | 68%	229 | 71%
Indigenous Resident Students	35 | 31%	45 | 64%	40 | 55%	37 | 59%	35 | 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	55 | 36%	56 | 46%	62 | 39%	65 | 45%	64 | 53%

SD047 - Grade 7 FSA Literacy - On Track / Extending Rate
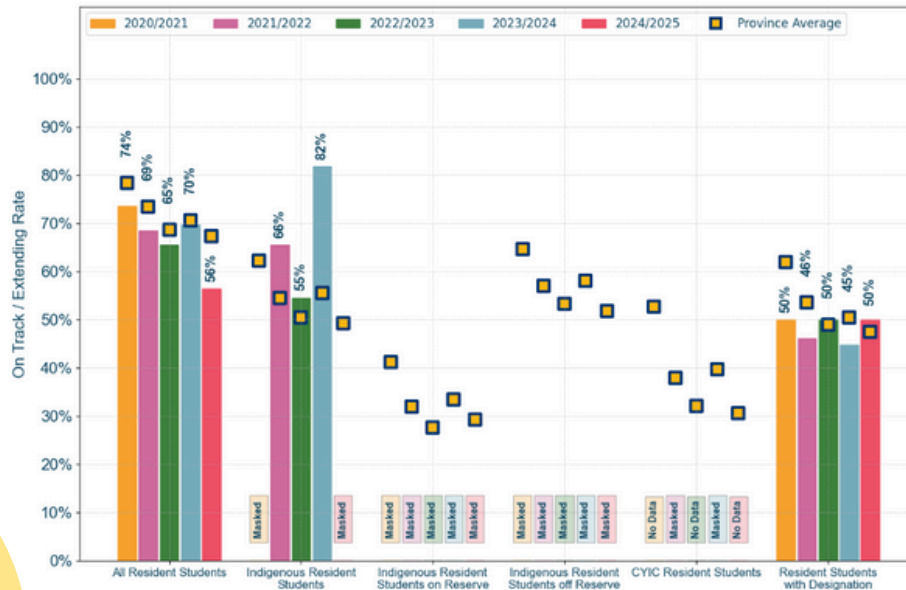
Measure 1.2: Grade 10 Literacy Expectations

SD047 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	177 | 34%	187 | 63%	229 | 78%	196 | 76%	224 | 80%
Indigenous Resident Students	Masked	29 | 55%	39 | 69%	37 | 59%	41 | 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	54 | 39%	65 | 60%	59 | 54%	65 | 57%

SD047 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
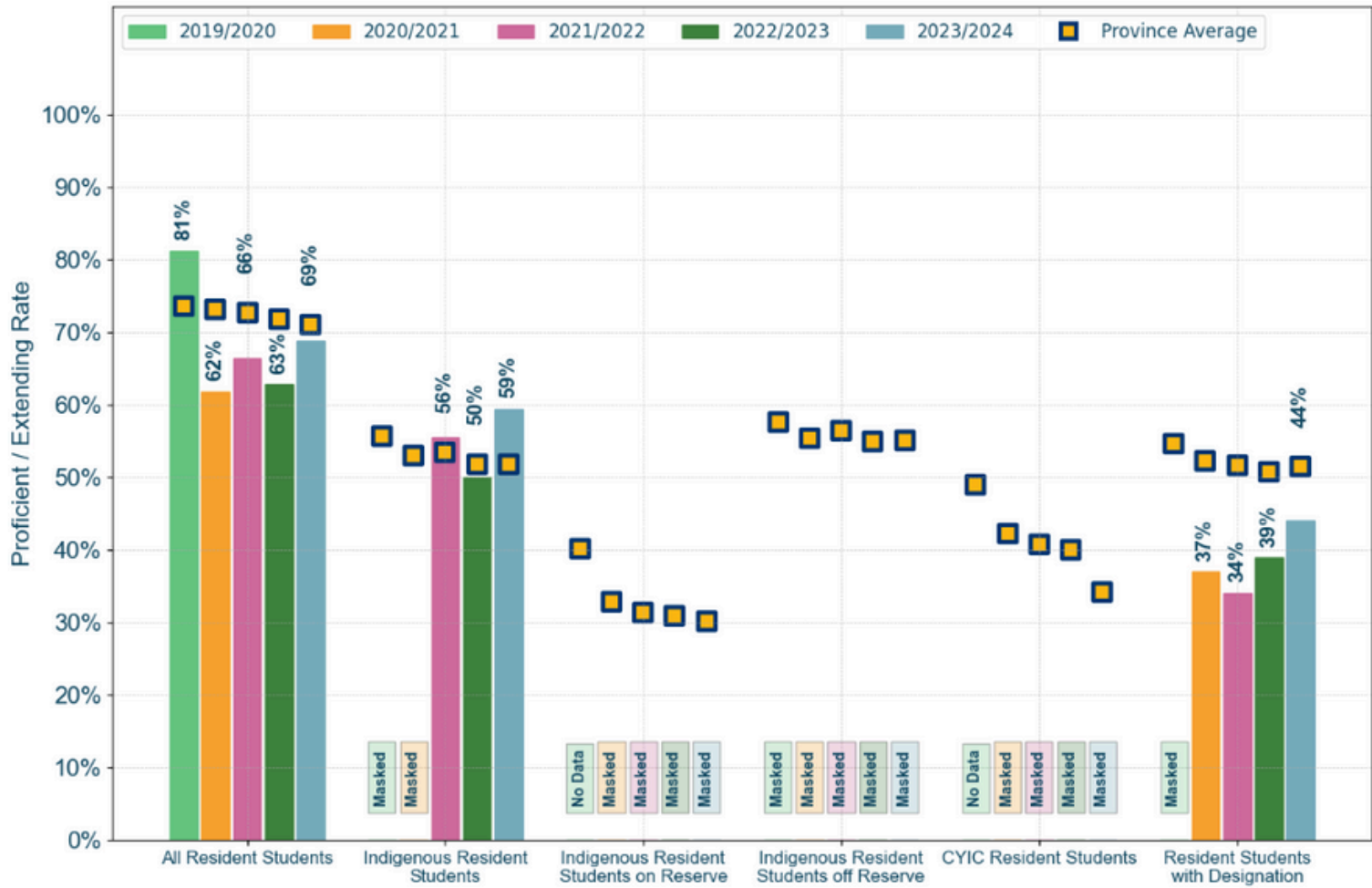
Analysis

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Grade 4 and Grade 7 Literacy

Although the participation rate in the POLS school impacts the overall District average, it should be noted that participation rates in the Grade 4 and Grade 7 Foundational Skills Assessment (FSA) continue to increase yearly.

While our results are consistent with, and sometimes better, than the provincial results in the literacy portion of the Foundational Skills Assessment over the past few years, this year we saw a decline in grade 4 students in our district who were on track and exceeding as compared to last year in many student populations. Within the priority populations including those that are masked such as students with a designation and Indigenous students on and off reserve, the results are higher than provincial results.

Indigenous students on reserve results improved from last year. There were no children and youth in care in grade 4 when this assessment occurred. All of these results have generated some curiosity as to why this general cohort has struggled. It may be relevant to note that this group of grade 4 students are the ones who entered kindergarten during the COVID-19 pandemic. When looking at the demographics of the students, as well as feedback from schools, this is a cohort that needs some additional learning and behavioural supports.

The Foundational Skills Assessment literacy results for all resident grade 7 students have decreased from previous years and are lower than the provincial results. Grade 7 Indigenous students scored lower than last year and compared to the provincial results. Students off reserve were lower than previous years and the province. The results for designated students improved slightly and were higher than the province. There were no grade 7 students in care during the administration of this assessment.

Grade 10 Literacy

Participation rates for students completing the Grade 10 Literacy Graduation Assessment remain strong in qSD's brick and mortar schools, with 88% of students participating, a participation rate slightly above the provincial rate. However, participation rates in qSD's POLS continue to be a concern. Although the overall number of expected writers in qSD's POLS was small (51 students), only 51% completed the assessment this year, resulting in a decrease in the district's overall participation rate.

In terms of proficiency, the 2023/2024 results show improvement over 2022/2023, with more students achieving proficient or extending, including among Indigenous students and students with disabilities or diverse abilities. The exception to this upward trend is students with disabilities or diverse abilities in qSD's POLS, where proficiency rates decreased.

Proficiency for resident students has fluctuated slightly year to year, with 2019/2020 continuing to be an outlier year both locally (81%) and provincially (74%). The proficiency rates in the overall district and brick and mortar schools for students with disabilities or diverse abilities has steadily increased: the district proficiency rate rising from 37% to 44% over the past four years. Similarly, Indigenous students continue to show year over year improvement, with rates consistently higher than the provincial average. While data for Indigenous students on reserve is masked, available results also demonstrate ongoing improvement. Again, the exception to this trend is in qSD's POLS, where despite small cohorts and masked data in most years, proficiency rates over the last three years remain significantly lower than both the provincial averages and the provincial POLS average for this priority population.

Interpretation

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

*For relevant local data, please see the Enhancing Student Learning Report: Local Data report.

Grade 4 and Grade 7 Literacy

The data from the FSA is consistent with the DIBELS screening data the district completes three times each year. There has been signficant growth in literacy in the primary grades that is not consistent in the intermediate grades. This indicates that efforts in intermediate grades must be prioritized this school year. The FSA primarily measures comprehension which continues to be an area for growthus . Additionally, the DIBELS screener indicates that fluency is a concern as students progress from primary to intermediate grades.

This year, at one school, there has been a notable improvement in the DIBELS screener results for primary students. Upon further analysis, this school has adopted a unified approach to literacy that involves all the primary classes focusing on targeted intervention that aligns with classroom instruction. In 2025/26, the district will be looking at how to support a similar unified approach across all elementary schools by using some of the literacy grant funds to provide time for collaboration and sharing for school teams.

Each school conducts a class review after the DIBELS assessment to identify the students who may need additional support. This work will be expanded with the district providing collaboration time to look at individual and class data at each school to determine specific supports to be offered.

Overall, the DIBELS results indicate the district's approach to teaching and learning in elementary literacy has resulted in success in the primary grades. Further opportunties to explore student voice, especially for students with disabilities or diverse abilities, Indigenous students, and children and youth in care will need to be explored to determine how to ensure they are experiencing equity of outcomes. The focus this year will be on intermediate classes, exploration of individual student results to determine what skills and supports need to be prioritized for instruction, and ongoing assessment to determine the impact.
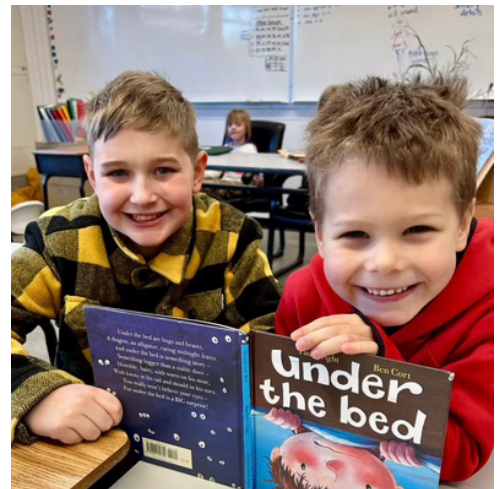
Grades 10-12 Literacy

Local data confirms provincial trends, and while qSD aligns closely with provincial results, literacy outcomes continue to highlight inequities for priority populations, including Indigenous students, students with disabilities or diverse abilities, and children and youth in care. Closing proficiency gaps for these learners remains a key district focus, with attention on addressing systemic barriers that impact their achievement, including ongoing regular check-in meetings with school and district staff, focusing on individual student success.

High participation rates in Grade 10 and Grade 12 Literacy Assessments in bricks and mortar schools are above the provincial average. These results, alongside upward trends in proficiency across most student groups, including Indigenous students and students with disabilities or diverse abilities is a strength in the district. Indigenous student performance on the Grade 10 Literacy Assessment has been consistently higher than the provincial average, reflecting the positive impact of local supports, partnerships, and culturally responsive practices.

At the same time, literacy outcomes in qSD's POLS remain an area of concern. Low participation rates, proficiency, and timely completion of Ministry courses counting toward English Language Arts graduation requirements for grades 10-12 are persistent challenges. However, equity gaps are evident in all learning settings, and year to year fluctuations highlight the need for more consistent instructional approaches and targeted supports. While data for Indigenous students on and off reserve is often masked, ongoing increased collaboration with Indigenous communities will help to understand and address specific literacy challenges.

Course marks for English Language Arts 12 courses in the 2024/2025 school year reveal similar results. A greater percentage of Indigenous students and students with disabilities or diverse abilities received Cs, C-s, and Fs as final course grades compared to the overall cohort. This analysis did not include Grade 12 students who did not attempt an English Language Arts 12 course in their Grade 12 year. Performance for priority populations should remain a focus.

Student perceptions add another important perspective. According to the Student Learning Survey, fewer students each year report feeling that they are getting better at reading and writing, particularly in Grade 12. This signals a need to focus on engagement, confidence, and student voice in literacy instruction. For the 2025/26 school year, we will be implementing a literacy program that will focus on grades 4-9, ensuring that students transitioning to secondary continue to have global and targeted literacy instruction. The results of this program will be monitored quarterly with assessments to ensure literacy gains for all students.

Although the number of children and youth in care in qSD is masked, district and school teams continue to work collaboratively to monitor literacy progress and provide targeted supports for these learners.

Other commitments include strengthening qSD's process of monitoring and responding to literacy data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning (UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional gaps is another commitment we are investing in.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD047 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	258 | 50%	242 | 60%	289 | 65%	271 | 62%	250 | 74%
Indigenous Resident Students	38 | 66%	36 | 64%	35 | 80%	40 | 70%	39 | 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	48 | 33%	38 | 29%	49 | 35%	48 | 40%	37 | 43%

SD047 - Grade 4 FSA Numeracy - On Track / Extending Rate
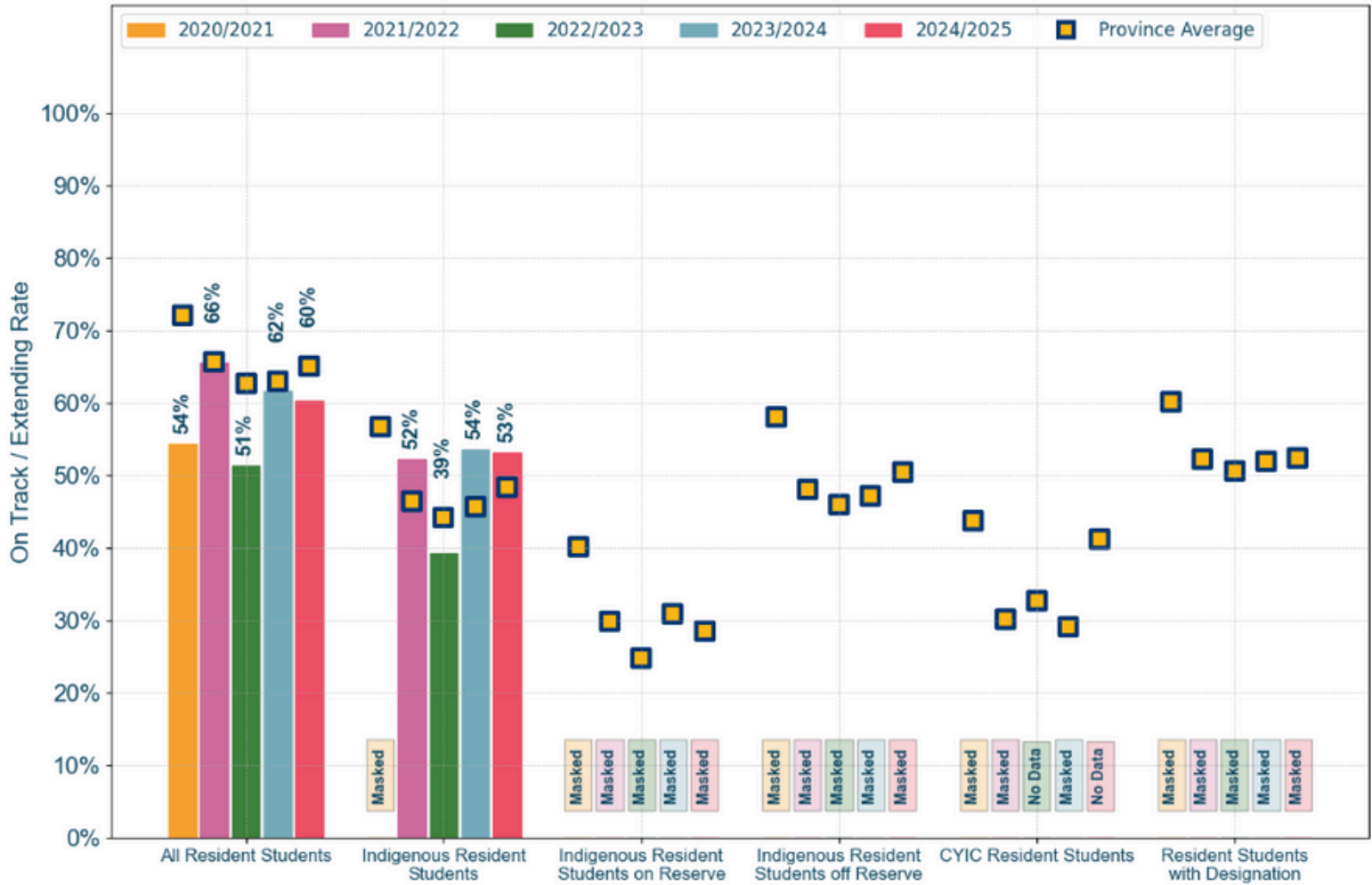
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Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	55 | 38%	56 | 45%	62 | 37%	65 | 40%	64 | 52%

SD047 - Grade 7 FSA Numeracy - On Track / Extending Rate
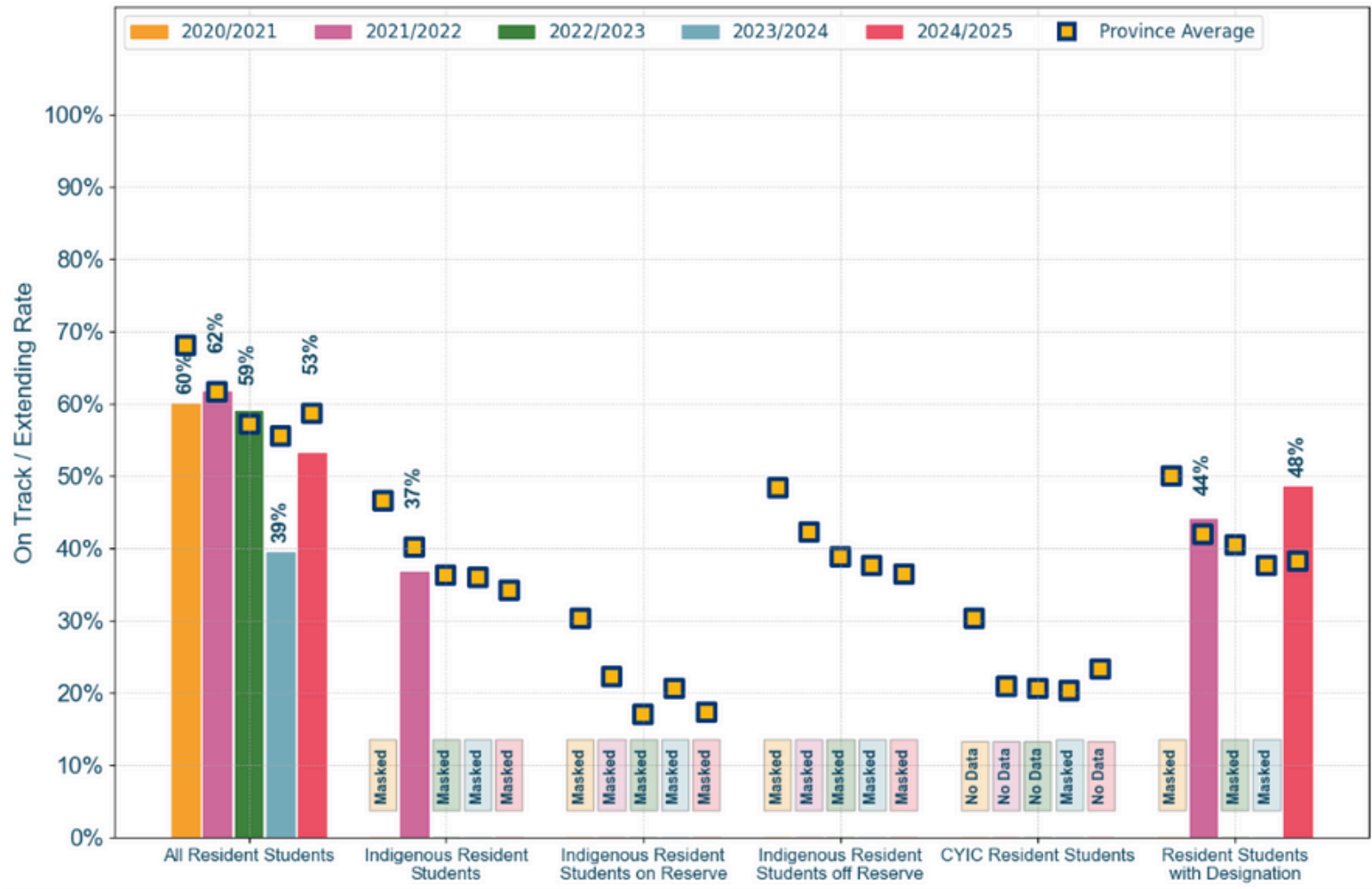
Measure 2.2: Grade 10 Numeracy Expectations

SD047 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	175 | 38%	185 | 66%	229 | 69%	193 | 76%	228 | 76%
Indigenous Resident Students	Masked	28 | 46%	41 | 59%	37 | 62%	44 | 61%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	53 | 40%	65 | 49%	59 | 59%	67 | 52%

SD047 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
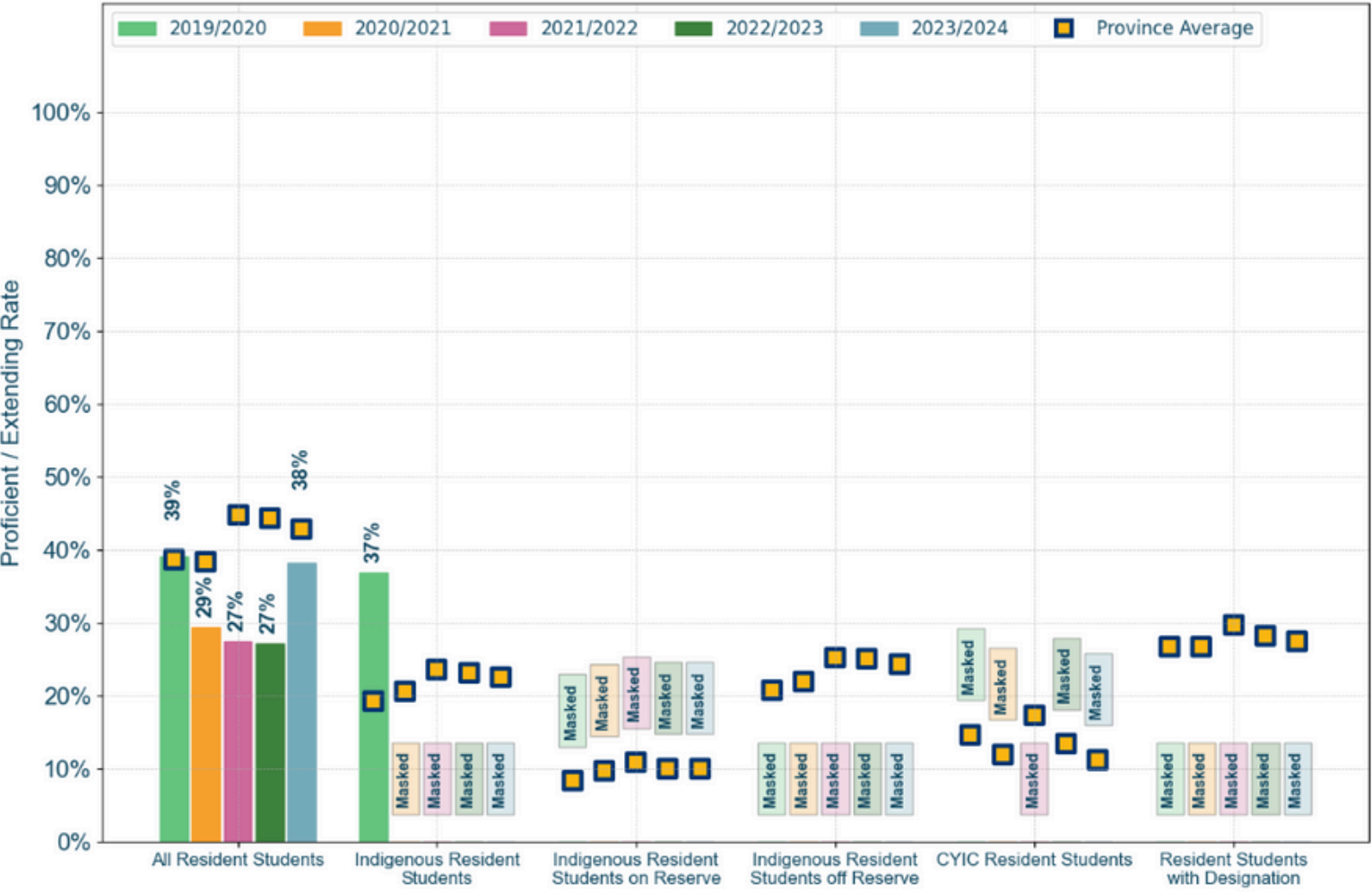
Measure 2.3: Grade-to-Grade Transitions

SD047 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	175	183	227	188	221
Indigenous Resident Students	27	27	40	34	41
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	38	52	65	59	65

SD047 - Grade 10 to 11 Transition Rate
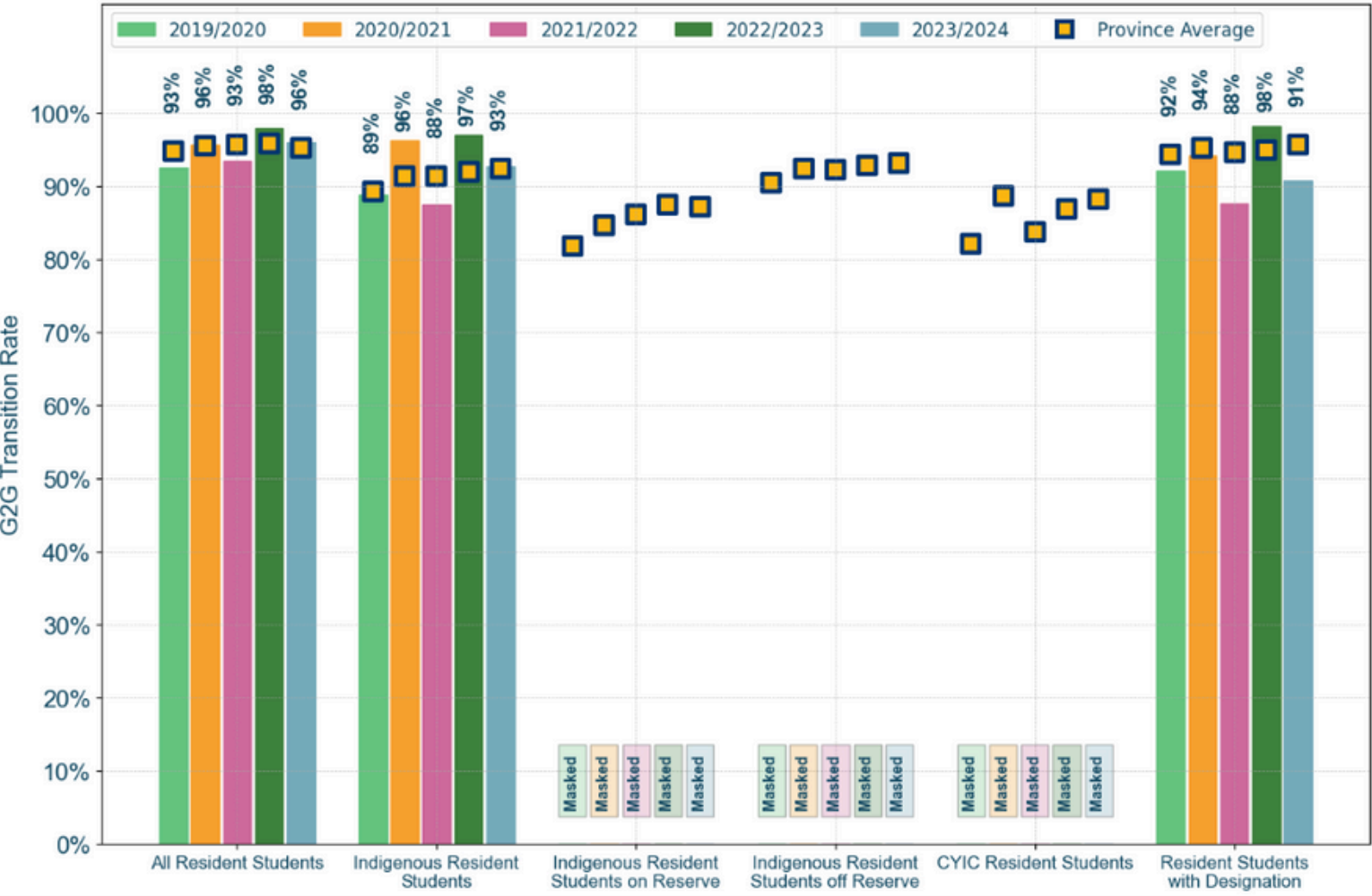
SD047 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	185	172	186	222	202
Indigenous Resident Students	31	20	27	36	39
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43	41	53	64	73

SD047 - Grade 11 to 12 Transition Rate
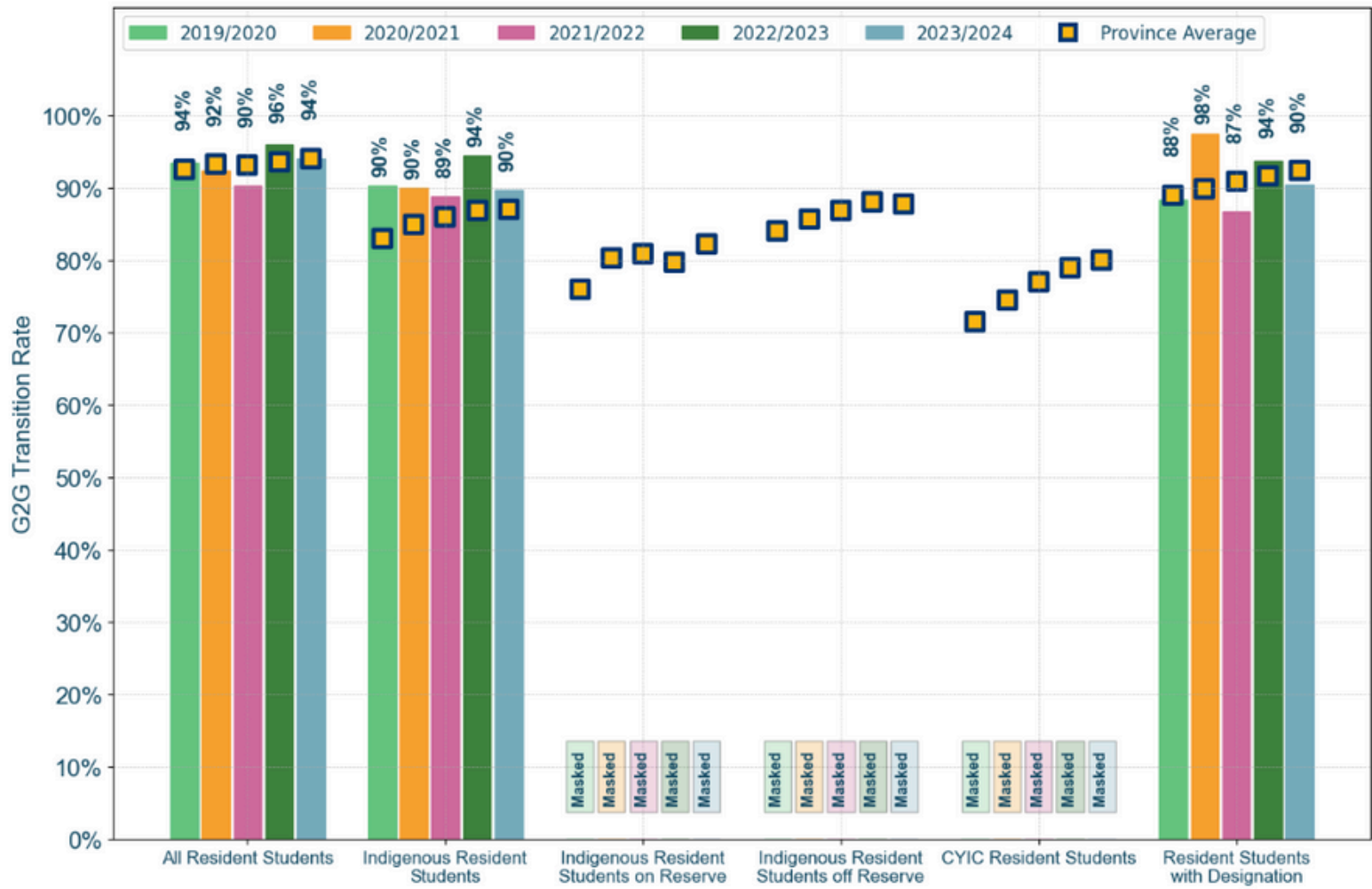
Analysis

Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Grade 4 and Grade 7 Numeracy

Overall, in the grade 4 Numeracy Foundational Skills Assessment, the scores decreased from last year, although Indigenous students' results remained similar to the previous year. The results for students on reserve have increased and were higher than the provincial average. Results decreased for off-reserve students, although they were still higher than the provincial average. The results for students with designations declined from last year and were lower than the province.

In grade 7, resident students' scores improved significantly but remained below the provincial average. Indigenous students' scores declined and were below the provincial average except for those who are on-reserve, which saw improvement and were higher than the provincial average. Students with a designation were higher than the province and improved significantly from last year. There were no grade 7 students in care who were in care during the administration of the assessment.

Grade 10 Numeracy

Participation in the Grade 10 Numeracy Graduation Assessment in qSD has been increasing, but is still slightly below the provincial average. Similar to the pattern seen in the Literacy Graduation Assessments, participation in qSD's POLS remains a significant concern. Of the 52 students expected to write the assessment, only 46% did so, which impacted the overall district participant results well below those of brick-and-mortar schools.

Proficiency results in 2023/2024 showed slight improvements over previous years, yet they continue to fall below provincial averages. This trend is concerning both locally and provincially. Priority populations, including Indigenous students and students with disabilities and diverse abilities continue to face persistent challenges in numeracy. Small cohort sizes and masked data make year-to-year comparisons difficult, but the available data confirms that these groups consistently perform below resident students at both the district and provincial levels. Students enrolled in qSD's POLS show similar results. Except for Indigenous students on reserve, results for priority learners and students enrolled in qSD's POLS are lower than the provincial average.

Grade-to-Grade Transitions

Grade-to-grade transitions are strong and remain on par with the provincial average for all learners with some years showing a rate higher than the provincial rate for Indigenous learners and students with disabilities and diverse abilities. Rates remain consistent over time. Small cohort count sizes and masked data make year-to-year comparisons difficult for children and youth in care and disaggregating data for Indigenous students on and off reserve.

Interpretation

Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data report.](#)

Grade 4 and Grade 7 Numeracy

In the 2024/25 school year, a committee was formed to select a K-7 numeracy assessment that could be used to collect district data. The committee decided on an assessment, and it was administered for K-7 in January and then again in June. The district assessment data breaks the numeracy skills into strands and indicates that students did well in the communicating and representing strand. There was mixed success in the reasoning and analyzing strand, as well as the connecting and reflecting strand. The understanding and solving strand indicated that most students in the district struggled with these concepts and it will be an area of focus in the 2025/26 school year.

As with the literacy assessments, schools will be provided with individual assessment information for each of their students, as well as class and school results. The numeracy coordinator will focus their approach this year on residencies at each of the schools. Within the residencies, classroom teachers will be provided with their class data and will determine next steps in collaboration with the coordinator. At the end of each of the residencies, students will be given another assessment to determine if the actions have made an impact on students' achievement. This will allow for conversations at the individual, school, and district level to ensure that each student, especially from priority populations, are provided with the instruction they need to achieve success. Additionally, we are looking at storing the data from the numeracy assessment into MyEd so we can disaggregate the data. We will use this data to inform the planned implementation of consistent and regularly scheduled district/school team meetings to ensure priority students get necessary support in a timely manner.
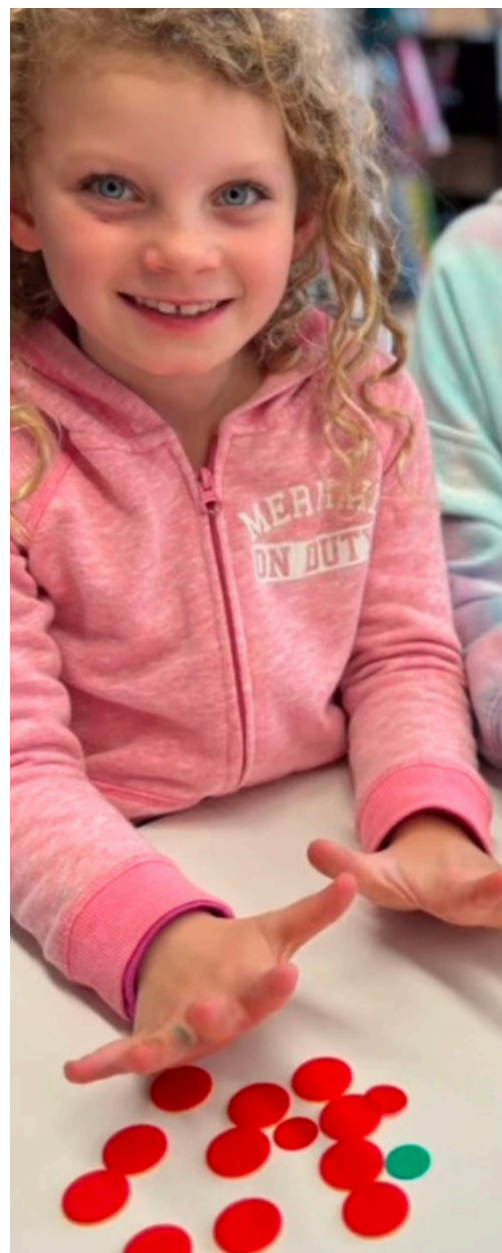
Grade 10 Numeracy

Overall, numeracy remains an area of challenge across the district, with inequities most evident among priority populations and POLS learners. Low participation and proficiency rates in online learning highlight systemic barriers to equitable outcomes, such as inconsistent engagement and assessment completion in online learning settings. The persistence of these gaps indicates the need for sustained, targeted interventions.

In addition, priority populations face persistent gaps compared to resident students, both locally and provincially. This reinforces the need for targeted strategies that address both instructional approaches and broader structural challenges impacting equity. The stronger performance of Indigenous students is a strength and points to the positive impact that the collaborative work between the district and ɬaʔamɩn Nation is having a positive impact.

Although the number of children and youth in care in qSD is masked, district and school teams continue to work collaboratively to monitor numeracy progress and provide targeted supports for these learners. The gap between Grade 10 and Grade 12 student perceptions of growth in math suggest that numeracy instruction may not be meeting students' needs or aligning with their post-secondary and career pathways. Strengthening confidence and relevancy of Grade 11 and 12 numeracy courses should be considered when developing strategies to improve numeracy outcomes.

Next steps include strengthening qSD's process of monitoring and responding to numeracy data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning (UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional gaps is another commitment we are investing in.

Despite challenges in both literacy and numeracy outcomes, grade-to-grade transition rates remain strong and on par with provincial averages for all learners, including Indigenous students and students with disabilities or diverse abilities. While proficiency gaps persist, many students remain engaged in school and continue to progress toward graduation.

Human and Social Development
Educational Outcome 3: Feel Welcome, Safe, and Connected
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

SD047 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	409 | 62%	398 | 79%	439 | 85%	469 | 85%	489 | 87%
Indigenous Resident Students	61 | 54%	69 | 65%	75 | 83%	84 | 79%	90 | 78%
Indigenous Resident Students on Reserve	15 | 80%	22 | 45%	13 | 77%	16 | 75%	26 | 73%
Indigenous Resident Students off Reserve	46 | 46%	47 | 74%	62 | 84%	68 | 79%	64 | 80%
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	71 | 52%	87 | 61%	90 | 68%	91 | 70%	107 | 75%

SD047 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
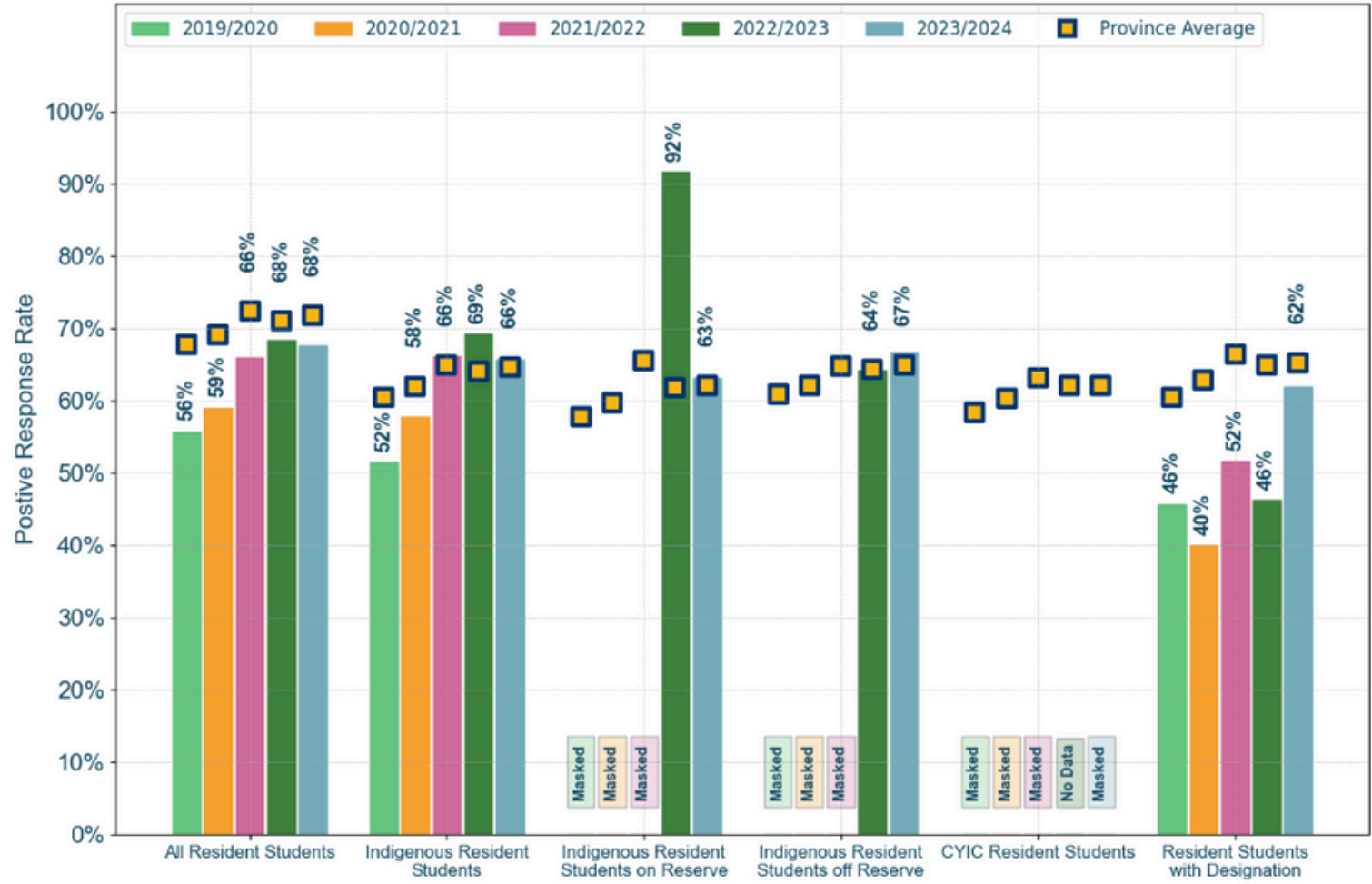
SD047 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10
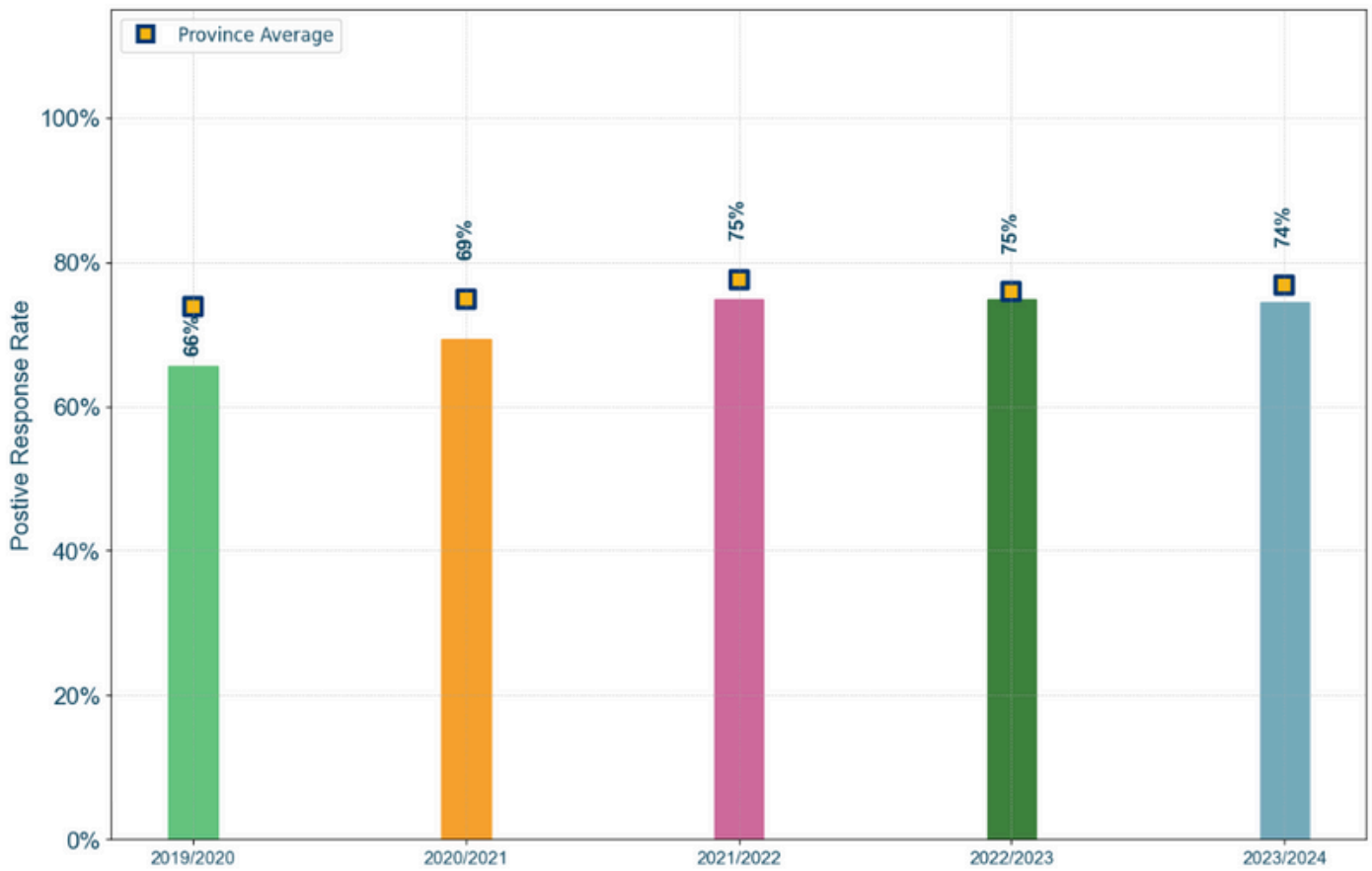
SD047 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

Measure 3.2: Students Feel that Adults Care About Them at School

SD047 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10

Analysis

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Feel Welcome, Safe, and Connected

Student Learning Survey participation rates for all resident students were slightly higher than in previous years for most schools, with only a few schools noticing a decrease in participation rates. Ov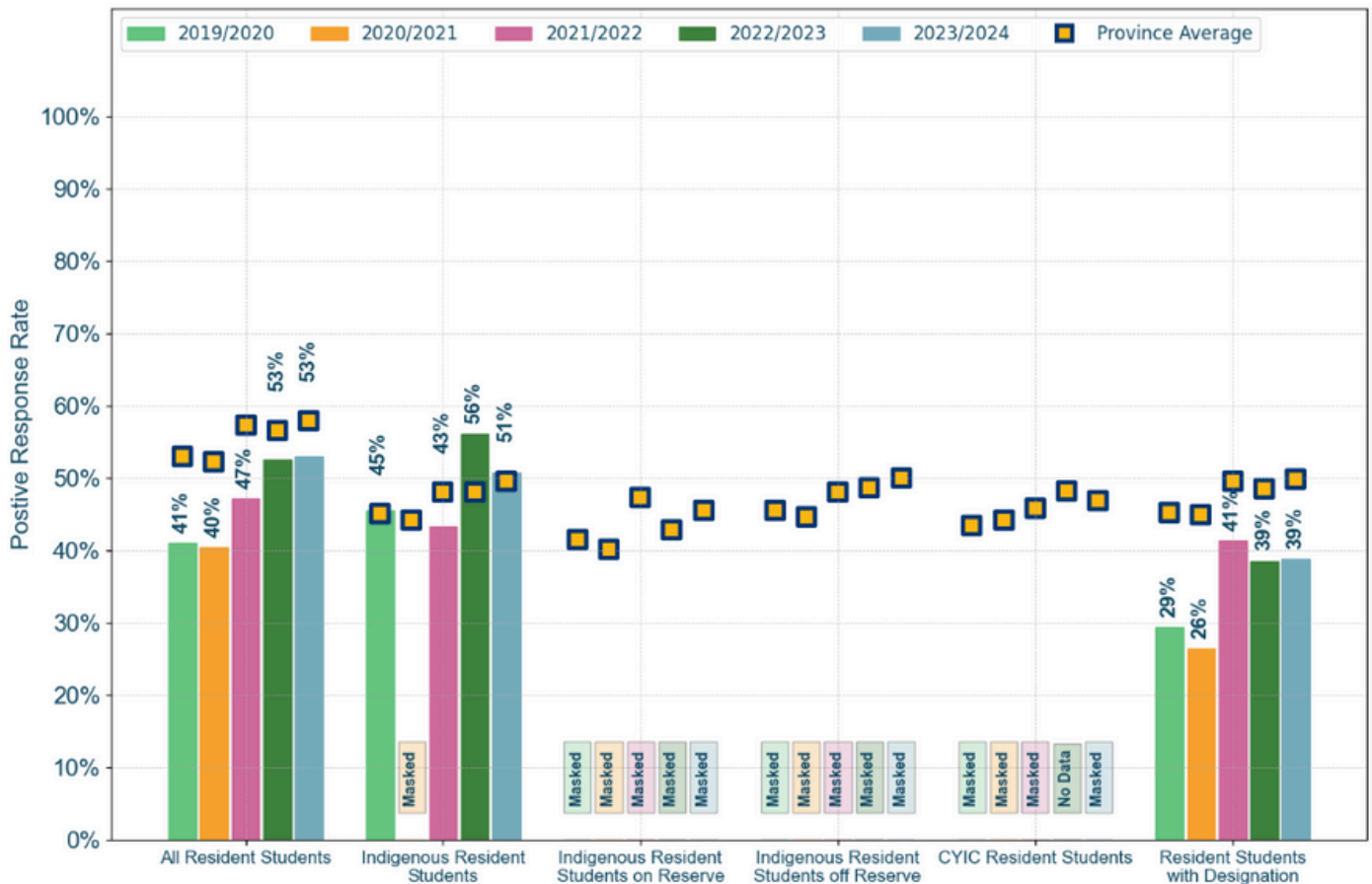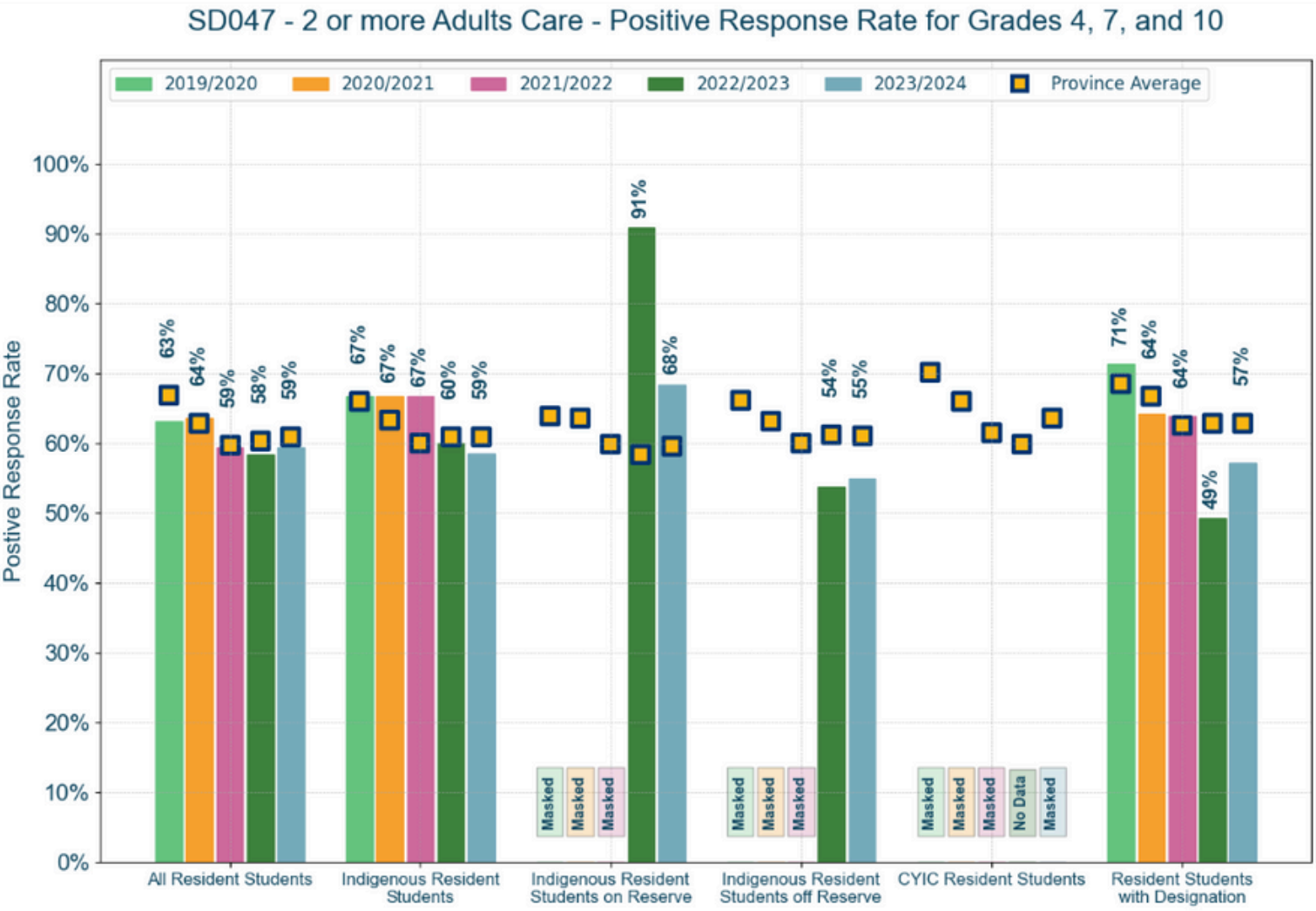erall, participation rates remain relatively consistent with the previous year's data. However, there was a slight decrease noted for students in grade ten.

Student Learning Survey Data analysis indicates that overall, the reported percentage of students in grades 4, 7, 10 and 12, when asked if they 'feel welcome' at school, secondary responses were within the average range for the province. Elementary student responses, while slightly below the provincial average, were within 1% of student responses across the province.

When asked about feeling safe at school, overall elementary student responses were within the provincial range, while secondary student responses were above the province.

When comparing to the 22/23 Student Learning Survey data, students in all grades who reported feeling safe at schools remains relatively unchanged; however, responses are still slightly below the province.

Student Learning Survey data regarding a positive response to a sense of belonging at school remains unchanged from the previous year and remains below the province. Students in the qSD reporting two or more adults who care has remained stable for all resident students, with slight gains noted among priority populations.

Further disaggregation of student learning survey data highlights that the percentage of grade 4 students feeling safe is down from last year and is also below other grade four students in the province. When asked about feeling welcome and school belonging, grade 4 data results have decreased from last year and are also below the province.

Notably, the children and youth in care data is below the masking threshold, school and district teams work collaboratively to monitor student success for priority populations. School based teams work closely with counsellors, Family School Liaison Workers, Inclusive Education staff and community-based support staff to ensure regular check-ins are occurring and if warranted, additional supports for student success are put into place.

Interpretation

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Feel Sense of Belonging

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data report.](#)

Feel Welcome, Safe, and Connected

The Early Years Development Instrument (EDI) data provides valuable insight on child development and progress of Kindergarten children in various domains, including physical health and well-being, emotional maturity, social competence, language and cognitive development, and communicating skills and general knowledge for kindergarten children. Data collected in these developmental domain areas are good predictors of adult health, education, and social outcomes.

EDI data is collected in three-year waves to capture sufficient data for all school districts across the province. The most recent wave of data (wave 8; collected from 2019-2022) highlights that overall, children in the qSD who are identified as having vulnerabilities on one of more scales of the EDI have been decreasing over time. EDI data also highlights long term trends over time in each of the scales, identifying a meaningful increase in vulnerability within the social competence scale among children in the qathet region. Ongoing collaboration with community partners and early years' service providers through the Early Years Planning Table is vital to help support children and families as they transition from community-based programs and supports to the K-12 education system.

The Middle Years Development Instrument (MDI) is a self-report questionnaire which asks children in grade 5 about their thoughts, feelings and experiences in school and in the community. Local MDI data highlights a decrease in the number of students reporting two or more adults who care at school. Last year's MDI data noted 81% of students indicated they had two or more adults at school who care, while this year MDI survey results show only 64% of student noting two or more adults that care at school.

The Youth Development Instrument (YDI), a self-report questionnaire completed by students in grade 11 and the McCreary Adolescent Health Survey are two other data sources used to inform decision making and resource allocation to support student success and well-being. When appropriate, local data results are also shared with our community partners, including the local Health Authority to help inform resource prioritization. The YDI collects population-level youth development data that may be broadly used to better understand the developmental trends, health, and well-being of adolescents in the province. The most recent data sets from 2024 (YDI) and 2023 (AHS) ask youth about their experiences at school and results from both surveys are consistent with SLS data.

This past year, as part of an Inclusive Education Program Review, students in grade 3-12 with disabilities and diverse abilities were surveyed to gain insight into the school experience for this priority population. Survey results highlight that 100% of respondents believed there were two or more adults at school who cared about them. Survey results also demonstrated 80.8% of the students surveyed felt they belong at school. Feedback from the survey will be shared with school teams as the respondents provided valuable and informative feedback on how to best support their learning.

Analysis of Student Learning Survey Data reveals that when compared to previous years data and in relation to provincial averages, students' responses remained relatively consistent and were generally within 5% of the rest of the province for students in grades 7, 10 and 12. Curiously, children in grade 4, noted a decrease over the previous year's data and in relation to the province in the areas of feeling welcome, safe and belonging.

To ensure student success, these results warrant further exploration and analysis to better determine how to support the needs within the cohort as they progress through the grades.

Embedded in local and provincial data are many individual stories that remain untold. Through continued student engagement and ongoing opportunities and invitations to hear student voice, it is hoped that these untold stories can come to life and lessons can be learned to how best support their needs to ensure success for all.
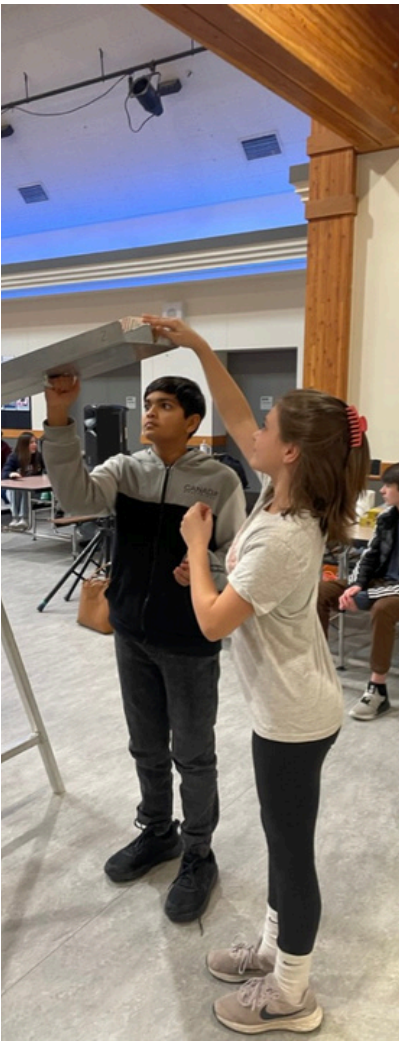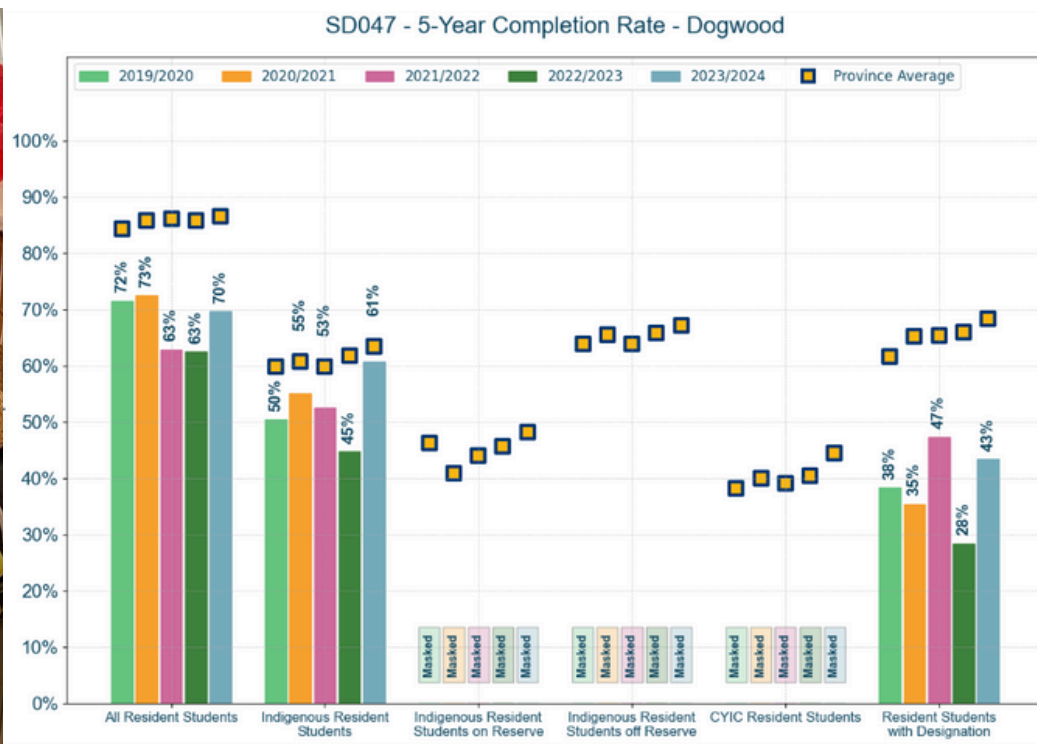
Career Development
Educational Outcome 4: Graduation
Measure 4.1: Achieved Dogwood within 5 Years

SD047 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	216 | 16	201 | 19	185 | 20	203 | 19	252 | 24
Indigenous Resident Students	32 | 2	32 | 3	26 | 3	27 | 2	40 | 4
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	71 | 6	56 | 5	49 | 5	66 | 6	84 | 8

SD047 - 5-Year Completion Rate - Dogwood + Adult Dogwood

SD047 - 5-Year Completion Rate - Dogwood

Legend: 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | Province Average

All Resident Students: 72%, 73%, 63%, 63%, 70%
Indigenous Resident Students: 50%, 55%, 53%, 45%, 61%
Indigenous Resident Students on Reserve: Masked, Masked, Masked, Masked, Masked
Indigenous Resident Students off Reserve: Masked, Masked, Masked, Masked, Masked
CYIC Resident Students: Masked, Masked, Masked, Masked, Masked
Resident Students with Designation: 38%, 35%, 47%, 28%, 43%

Analysis

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Graduation data shows that cohort sizes continue to increase in both qSD's brick-and-mortar schools and POLS. While most Grade 12 students in qSD's POLS are typically not primary to qathet School District, they now represent approximately 10% of the district's Grade 12 population. This shift has implications for the district's overall district profile, particularly as completion patterns differ from those in brick-and-mortar schools. Careful attention is needed to separate brick-and-mortar student outcomes from broader online learning patterns when interpreting district-level results. The population growth in qSD's POLS that began during the COVID-19 pandemic has remained steady, with enrollment continuing to increase year over year. It is important to note that a significant number of students with designations select qSD's POLS as their school of choice. Often, these students require six years and more for graduation.

Completion rates increased in 2023/2024; however, they remain well below the provincial average. This year also marked the largest cohorts of Indigenous students and students with disabilities or diverse abilities in the past five years. While completion rates for both cohorts improved significantly compared to the previous year, they, too, are below the provincial average. More Indigenous students and students with disabilities or diverse abilities graduate with an Adult Dogwood than in other student populations.

Data for Indigenous students on reserve, Indigenous students off reserve, and for children and youth in care (CYIC) remain masked because of low cohort size. Completion rates for these priority populations are also below the provincial average. Small cohort count size makes it difficult to track trends and patterns over time; however, inequity of outcomes is a concern.

Interpretation

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

*For relevant local data, please see the Enhancing Student Learning Report: Local Data report.

The data suggests that while overall enrollment and graduation cohorts are growing, inequities in graduation outcomes remain a concern for all students, and especially for priority populations. These students continue to face barriers in achieving graduation within five and six years, despite seeing increases year over year.

Student enrollment in qSD's POLS also makes data interpretation more complex. While the 5-Year and 6-Year Completion Rate overall remains significantly lower than the provincial rate, when comparing rates for online schools, qSD's POLS has consistently had a higher completion rate average than the provincial POLS completion rate. Since 1/3 of our student population is enrolled in our online school, it is important to compare the district average with the online school average as it impacts the story that the completion rate tells. Significantly more students in our online school do not graduate within 5 years compared to the rest of the district. However, we know that students enter online schools for various reasons, including not being successful in brick-and-mortar schools, making the potential for increased vulnerability for students at all POLS noteworthy.

The increasing representation of Indigenous learners and students with disabilities or diverse abilities in the cohort count, also highlights the importance of equity-focused graduation supports. While some students are finding success through alternate pathways such as qSD's POLS, disparities in completion persist. Deepening partnerships with families, Indigenous communities, and community agencies will be critical to addressing systemic barriers and improving outcomes. New in the 2024/25 school year, qSD, in partnership with the ɬaʔamɩn Education Department, developed a rigorous process for the movement of Indigenous students to an Adult Dogwood pathway. qSD also updated policies and processes for all students pursing the Adult Dogwood pathway. These updates were designed to ensure that flexible pathways to graduation do not result in lowered expectations for learners. Revisions reinforce consistent academic standards across all programs, while still recognizing the unique circumstances and support that adult learners may require.

Family School Liaison Workers also continue to work closely with school counsellors, administration, community-based support staff, and Inclusive Education staff to ensure regular check-ins and academic and social/ emotional supports are available to students in need, including CYIC who would benefit from wrap around support.

Next steps include strengthening qSD's process of monitoring and responding to student success data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning (UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional and program gaps is another commitment we are investing in.
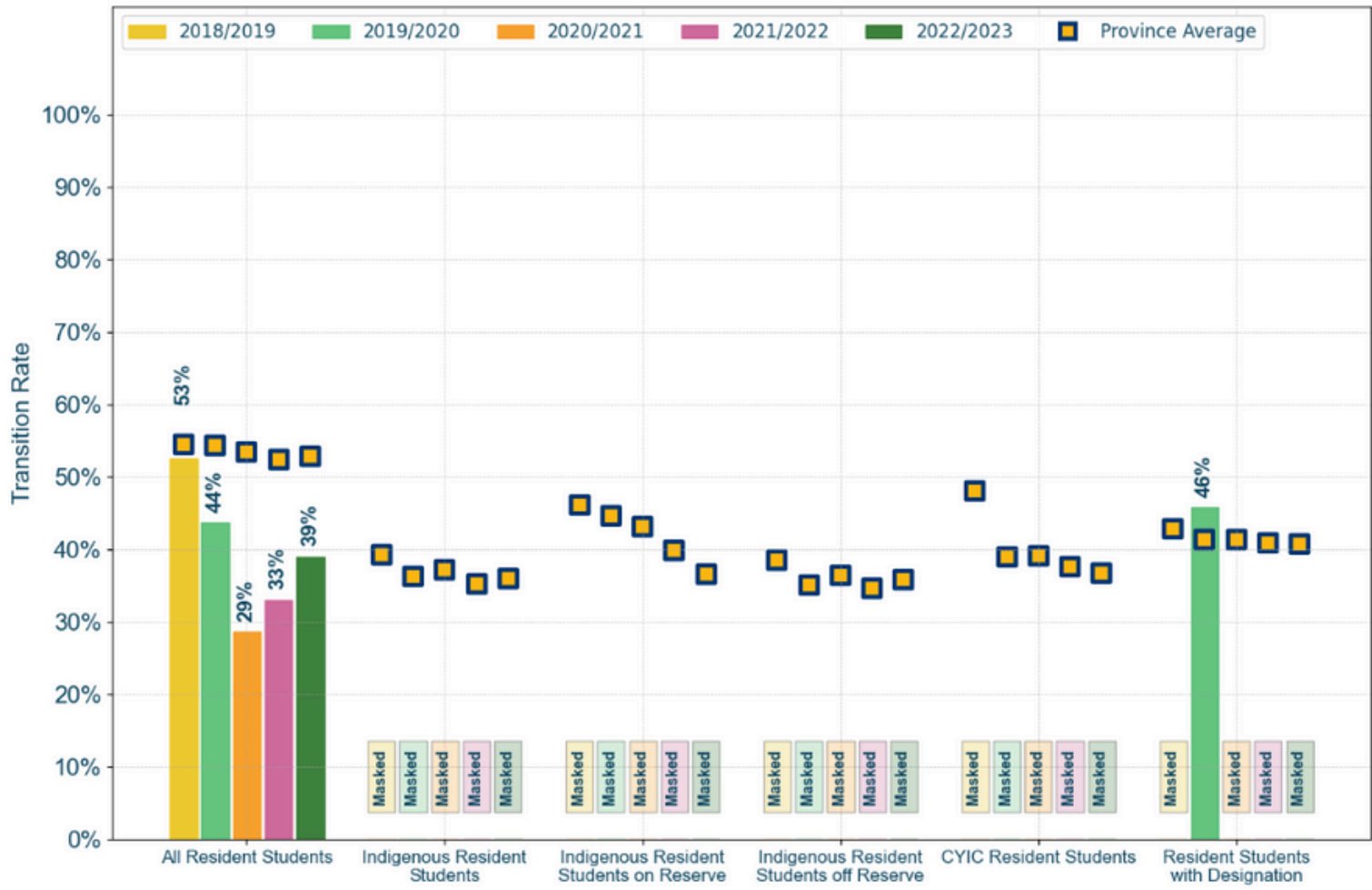
Educational Outcome 5 - Life and Career Core Competencies

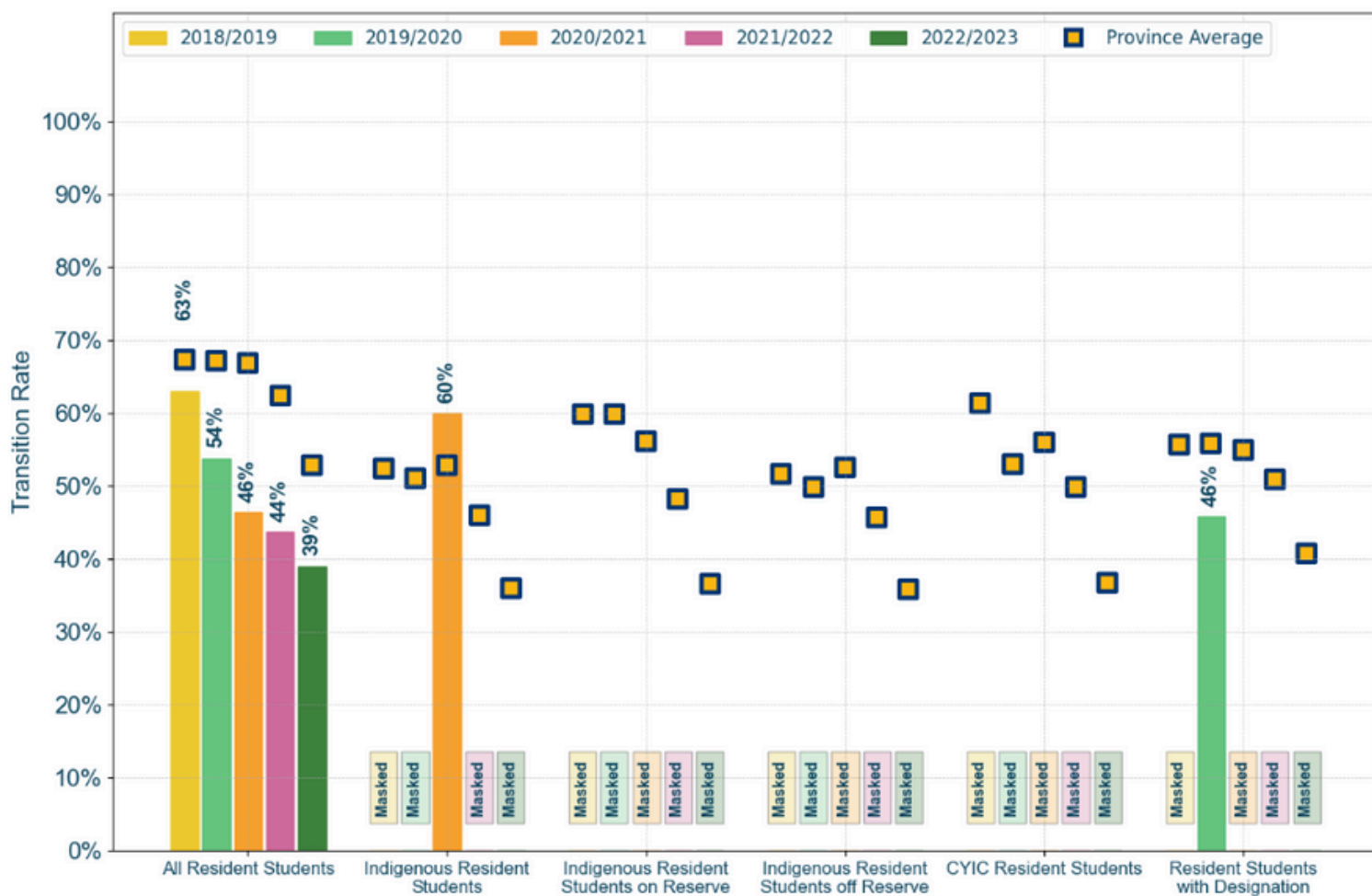*Measure 5.1: Post-Secondary Transitions*

SD047 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	116	158	140	112	123
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	24	Masked	Masked	Masked

SD047 - Immediate Transition to Post-Secondary

SD047 - Within 3 Years Transition to Post-Secondary

Analysis

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

While most of the data is masked and slight variations exist from year to year, the number of students transitioning from qSD to a PSI is below the provincial rates for all local populations. Students with an immediate transition to a PSI has been steadily increasing in the last three years, while students transitioning to a PSI within 3 years has been steadily decreasing in the last five years.

The disaggregated data highlights further inequities when it comes to post-secondary transitions for all priority populations.

Interpretation
Outcome 5 - Life and Career Core Competencies
Post-Secondary Transitions

*For relevant local data, please see the Enhancing Student Learning Report: Local Data report.

Locally, we offer dual credit (trades and academic) opportunities to students in high school. This includes full time dual credit programs like Auto, Carpentry, Welding, Health Care Assistant, and Early Childhood and Education and first year PSI courses like English, Psychology, and Sociology. In addition to providing post-secondary credits, these courses count as elective credits at the Grade 12 level. Knowing that most job openings require some post-secondary education and that students who participate in dual credit are 7% more likely to graduate on time and 16% more likely to make an immediate transition to a BC PSI, we continue to support current and new dual credit offerings.

This year (2024/2025) 22 Grade 12 students are enrolled in a full-time dual credit program and 53 students are enrolled in a first year PSI course. Efforts to encourage all students, but particularly Indigenous students, students with disabilities or diverse abilities, and CYIC to attend a PSI should remain a focus of career education curriculum and initiatives. Data has been masked for CYIC due to low numbers and privacy protection. Given that the number of children and youth in care is approximately 20 students, school and district teams continually work collaboratively to monitor school success and attendance.

We need to further investigate why students, after strong Grade-to-Grade Transition Rates, are not graduating within 5 and 6 years of entering Grade 8 and why students are choosing not to attend BC PSIs after graduation. School growth plans at all schools serving Grade 12 students will prioritize completion data in their continuous improvement work. An emphasis on career education and career pathways will also remain a focus moving forward. More opportunities for students to think about career interests and future possibilities will be explored, including adding new dual credit programs and continuing to support Youth In Trades and Work Experience.

qathet School District (qSD)
SD047

Enhancing Student Learning Report September 2025

Part 2a: Respond to Results
### In Review of Year 2 of the 2023-2028 Strategic Plan Framework

Contents

Adjustments and Adaptations: Next Steps

A number of strategies have been implemented this year to achieve strategic plan priorities and objectives. Improving equity of outcomes for First Nation students, Indigenous students, Children and Youth in Care (CYIC), and students with disabilities or diverse abilities remains a key focus. As such, we have used the Equity in Action Framework when selecting practices and strategies in our strategic planning and continuous improvement processes. On the next page, we have listed a number of strategies using the Equity in Action Framework. For a more in-depth list of strategies with details, please see the Monitoring Strategy Effectiveness Worksheet.
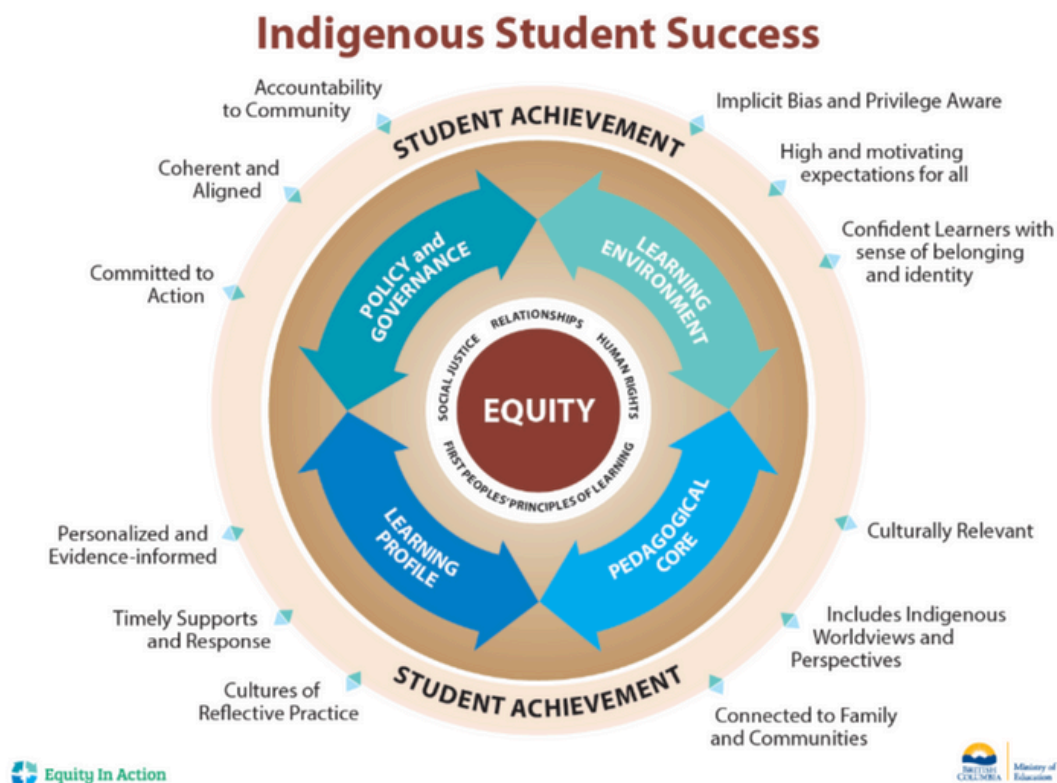
Cultivating an Ethic of Learning (tıtɬwšɛm ʔəms taʔow):

- Appoint an Early Learning District Lead to support and facilitate early learning initiatives
- Continue the Kindy Connect Program to support the transition to kindergarten
- Reduce Gradual Entry to one week from two with additional supports/staffing added to each school
- Continue to support Strong Start Centers in several elementary schools and Strong Start Go
- Continue to support transitions from home to school to ensure effective communication and provide additional supports as necessary
- Continue the class review process at each elementary school with extra focus on priority populations
- Continue to support the literacy coordinator position, as well as providing literacy intervention at all elementary schools. The area of focus for these staff members will be identified through the collaborative data review process
- Create opportunities for collaboration for school teams to review DIBELS data and determine next steps at each elementary school
- Expand the Literacy Toolkit from K-3 to include intermediate grades
- Using the Self-Regulated Strategy Development writing program (SRSD) support literacy instruction grades 4-9
- Evaluate numeracy skills from the numeracy assessment data to determine next steps to support tier 1 instruction in numeracy
- Continue to support numeracy coordinator position with monthly residency sessions at each elementary school. The area of focus for these residencies will be identified through the collaborative data review process
- Re-engage a district student council
- Provide opportunities for Grades 8-12 teachers to learn about literacy (adolescent literacy and disciplinary literacy)
- Provide literacy collaborative opportunities using the Ministry Literacy Grant
- Continue to collaborate with ɬaʔamın Nation and other partners to create local teaching learning resources
- Implement regular check-in meetings with district and school teams to identify and monitor needs and outcomes for priority students and populations.
- Continue to implement a Multi-tiered System of Support (MTSS) approach for enhancing student success for priority populations
- Host a Student Voice Forum/ Conference

Cultivating Curiosity (payot ġaġayɛɬtən):

- Implement an AI Integration Initiative.
- Continue to support a 0.50 FTE Outdoor Learning Coordinator focused on elementary building teachers' skills and knowledge to meaningfully support place-based learning
- Increase ADST opportunities in schools and implement an ADST Scope and Sequence
- Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs, PSI partnerships).
- Participate in an appreciative inquiry/strεɛt dataʔ process to look closely at the French Immersion Program.

Cultivating Connection (paʔa kʷʊms qʷayiɡən):

- Continue to solicit student voice and feedback on creating safe and caring schools
- Continue to support Compassionate Systems Leadership within learning sessions throughout the school year
- Continue to host a third annual Grade 7 Health and Wellness Conference and engage with students to identify what they feel is needed for a successful transition to high school
- Explore different strategies and opportunities to support teachers with mental health literacy
- Continue with the Sexual Health Educator position with .5 FTE with a mandate to support teacher learning and curriculum implementation providing enhanced classroom learning for targeted cohorts in grade 5 and 9.
- Engage with Human Resources to determine next steps to support staff wellness
- Continue to support the čɛpθtən positions at each school within the Indigenous Education department

Supporting Self Determination (ʔaʔjɪnxʷeɡəs):

- Expand and deepen the engagement opportunities with students, parents, Indigenous Rightsholders (ɬaʔamɪn Nation), and other Indigenous groups (such as Metis)
- Continue the GIJE (Guided Indigenized Journey to Excellence) Program to honour local Indigenous knowledge and practice
- Continue to support communication and engagement with the ɬaʔamɪn Nation by providing tri-yearly updates on student success

Cultivating Truth and Reconciliation (ɡʊnaʔxʷuθs):

- Plan for a second annual Indigenous Education Focused Learning Day for all staff in the qathet School District
- Continue the qaymɪxʷqɛnəmšt (K/1 ʔayʔaǰuθəm language) Pilot
- Continue to grow and develop the skills and knowledge of the Indigenous Education Team
- Continue to meaningfully engage the Indigenous Education Council on all matters pertaining to the Indigenous students within the qathet School District
- Implemented a new qathet School District logo commissioned by a local, Indigenous artist and qathet School District graduate

Cultivating Integrity/Responsibility (hays qayumɪxʷ ʔayʔaytawθ):

- Continue to support a Sustainability Coordinator role
- Continue to follow a scheduled cycle of program reviews
- Implement revised policies and processes for students pursuing the Adult Dogwood pathway.
- Continue to conduct monthly professional learning sessions for principals and vice principals on topics related to continuous improvement using an inquiry process and any further administrator learning request
- Continue to conduct regular check-ins and coaching with principals and vice principals focusing on school goals using an inquiry process and curiosity to ensure student success. This is in alignment with the Strategic and Operational Plans.
- Hire a consultant with expertise in online learning to conduct a comprehensive review of qSD's POLS
- Increase learning opportunities and support for new teachers and expand the current mentorship activities
- Continue (Year Two) of the Leadership Academy